

Summer Assignment: Dual Enrollment English
Ridgeview High School / Saint Johns River State College

A summer assignment is designed for students in the Ridgeview High School Dual Enrollment English program so that students will be used to the type and amount of writing required in Composition I and Composition II classes.

The required book, *Angela's Ashes* by Frank McCourt may be purchased from any on-line bookseller or bookstore or checked out from a library. Students may also download the book and read on a kindle or a nook.

Assignment Part A: *Angela's Ashes* by Frank McCourt

1. Check out from the school, purchase, or borrow a copy of *Angela's Ashes* by Frank McCourt

Citation: McCourt, Frank. *Angela's Ashes*. New York: Scribner, 1996. Print. **ISBN-10:** 0780747550

There is an abundance of material available about this book on the internet, and if you are struggling with the text, by all means read it. However, they will not help you with the test, nor will the movie. I am familiar with these resources, and do not want to see any ideas from these sites in your work. **DO NOT** use outside sources to complete this assignment; these thoughts should come from YOU!

2. As you read the memoir, take one half page of dialectical journaling on 18 of the 19 chapters. You don't have to do the 19th chapter. Read it, and you'll understand why. You will have a total of 9 pages filled. Each page should have at least three quotes you found significant and your response to them. **DO NOT TYPE**. This should be in your own writing on notebook paper. See an example of a dialectical journal near the end of this packet.

Our first unit in ENC 1101 will be on narrative writing, and *Angela's Ashes* is an excellent example of a narrative and a memoir.

While reading and creating the dialectical journals, focus on the following:

Characters – take note of the different characters that are introduced in Frankie's memories. Try to analyze the *motivations* of the characters.

Also look for similarities and differences between characters.

Plot – take notes on the rising action, significant events that advance the plot, climax, falling action and the denouement.

Theme – take notes on the message or insight about life that McCourt writes about. Think about the impact of family, poverty, and alcohol on his life.

Connections—make observations about connections between the story and other literature, your own experiences, or real world situations.

Interpretations—make your own interpretations as to the meaning of significant events.

Challenge the text—ask questions that challenge the meaning of the text and attempt to answer the questions.

Assignment Part B: Short Essay Response

1. Choose one of the following prompts, and write a 500-750 word response to the prompt in the form of a well-organized essay.

This is a writing class, so do your best to provide the best possible sample of your own writing. You should provide substantial textual support for your claims by including direct quotations from the poem and in-text citations. If you need help with in-text citations, use the following resource: OWL Writing Lab <https://owl.english.purdue.edu/owl/resource/747/02/>

UNDER NO CIRCUMSTANCES SHOULD YOU REFERENCE (DIRECTLY OR INDIRECTLY) ANY OUTSIDE SOURCE.

The essay should be hand-written. **DO NOT TYPE!!!**

Essay Choices:

- 1. Was leaving Ireland a mistake for the McCourt family? Why or why not? What might have changed had they stayed in America? What may not have changed?**
- 2. Why does Frankie feel guilty because of his relationship with Theresa? Explain what this has to do with his religion. Is his guilt reasonable? Why or why not?**
- 3. What about Frankie allowed him to “escape” a life of Irish poverty? How was his gift nurtured as a child? How was it suppressed?**

Now is the time to review your summer assignment and be sure you understand what is required. If you have questions, please see Mrs. Barling in Portable 73 during third period or after school, or via email to carole.barling@myoneclay.net. Enjoy your summer and enjoy reading!

The first week of school, be prepared to do the following:

- submit copies of dialectical journals on *Angela's Ashes* to your teacher
- complete an objective test on *Angela's Ashes*
- compose an in-class essay on *Angela's Ashes*

Plagiarism Policy: Plagiarism is using ideas and or words of another person without crediting the source.

EXAMPLES:

- o Turning in an assignment that has been copied from another student.
- o Copying directly from a printed source without using direct quotation marks and appropriate reference to the source.
- o Summarizing/paraphrasing information from a printed or aother source without using appropriate documentation.
- o Submitting any creative piece that has been taken in part or whole from another student, author, or artist.
- o Passing off as his or her own an idea/ideas belonging to another.

Dual Enrollment Policy on Plagiarism:

(Taken directly from the SJR State Catalogue):

Academic Integrity

Students in this class must know, observe, and not compromise the principles of academic integrity. It is not permissible to cheat, to fabricate or falsify information, to submit the same academic work in more than one course without prior permission, to plagiarize, to receive unfair advantage, or to otherwise abuse accepted practices for handling and documenting information. The grade for this course includes the judgment that the student's work is free from academic dishonesty of any type. Violations or infractions will be reported to the Vice President for Student Affairs and may lead to **failure of the course** and other sanctions imposed by the College.

DIALECTICAL JOURNALS

The term “Dialectic” means “the art or practice of arriving at the truth by using conversation involving question and answer.” Think of your dialectical journal as a series of conversations with the texts we read during this course. The process is meant to help you develop a better understanding of the texts we read. Use your journal to incorporate your personal responses to the texts, your ideas about the themes we cover and our class discussions. You will find that it is a useful way to process what you’re reading, prepare yourself for group discussion, and gather textual evidence for your Literary Analysis assignments.

PROCEDURE:

- As you read, choose passages that stand out to you and record them in the left-hand column of a T-chart (*ALWAYS include page numbers*).
- In the right column, write your response to the text (ideas/insights, questions, reflections, and comments on each passage)
- If you choose, you can label your responses using the following codes:
 - (Q) Question – ask about something in the passage that is unclear
 - (C) Connect – make a connection to your life, the world, or another text
 - (P) Predict – anticipate what will occur based on what’s in the passage
 - (CL) Clarify – answer earlier questions or confirm/disaffirm a prediction
 - (R) Reflect – think deeply about what the passage means in a broad sense – not just to the characters in the story. What conclusions can you draw about the world, about human nature, or just the way things work?
 - (E) Evaluate - make a judgment about the character(s), their actions, or what the author is trying to say
- Complete journal entries for at least two passages each week. You can earn up to 25 points per week for your journals.

Sample Dialectical Journal entry: *THE THINGS THEY CARRIED* by Tim O’Brien

Passages from the text	Pg#s	Comments & Questions
<p>“-they carried like freight trains; they carried it on their backs and shoulders-and for all the ambiguities of Vietnam, all the mysteries and unknowns, there was at least the single abiding certainty that they would never be at a loss for things to carry”.</p>	<p>Pg 2</p>	<p>(R) O’Brien chooses to end the first section of the novel with this sentence. He provides excellent visual details of what each soldier in Vietnam would carry for day-to-day fighting. He makes you feel the physical weight of what soldiers have to carry for simple survival. When you combine the emotional weight of loved ones at home, the fear of death, and the responsibility for the men you fight with, with this physical weight, you start to understand what soldiers in Vietnam dealt with every day. This quote sums up the confusion that the men felt about the reasons they were fighting the war, and how they clung to the only certainty - things they had to carry - in a confusing world where normal rules were suspended.</p>

CHOOSING PASSAGES FROM THE TEXT:

Look for quotes that seem significant, powerful, thought provoking or puzzling. For example, you might record:

- Effective &/or creative use of stylistic or literary devices
- Passages that remind you of your own life or something you've seen before
- Structural shifts or turns in the plot
- A passage that makes you realize something you hadn't seen before
- Examples of patterns: recurring images, ideas, colors, symbols or motifs.
- Passages with confusing language or unfamiliar vocabulary
- Events you find surprising or confusing
- Passages that illustrate a particular character or setting

RESPONDING TO THE TEXT:

You can *respond* to the text in a variety of ways. The most important thing to remember is that your observations should be *specific and detailed*. You can write as much as you want for each entry. You can use loose leaf paper for your journals or download the template from the Author Study page on the ESA web site.

Basic Responses

- Raise questions about the beliefs and values implied in the text
- Give your personal reactions to the passage
- Discuss the words, ideas, or actions of the author or character(s)
- Tell what it reminds you of from your own experiences
- Write about what it makes you think or feel
- Agree or disagree with a character or the author

Sample Sentence Starters:

I really don't understand this because...

I really dislike/like this idea because...

I think the author is trying to say that...

This passage reminds me of a time in my life when...

If I were (name of character) at this point I would...

This part doesn't make sense because...

This character reminds me of (name of person) because...

Higher Level Responses

- Analyze the text for use of literary devices (tone, structure, style, imagery)
- Make connections between different characters or events in the text
- Make connections to a different text (or film, song, etc.)
- Discuss the words, ideas, or actions of the author or character(s)
- Consider an event or description from the perspective of a different character
- Analyze a passage and its relationship to the story as a whole